DOCUMENT RESUME

ED 119 763 JC 760 156

AUTHOR Bers, Trudy H.
TITLE Goals and Achievements at Oakton Community College: A Study of Faculty and Administration Perceptions.
INSTITUTION Oakton Community Coll., Morton Grove, Ill.
PUB DATE Jan 75
NOTE 66p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS *Administrator Attitudes; College Environment; College Faculty; *College Role; Community Colleges; *Educational Objectives; Educational Philosophy; *Junior Colleges; *Teacher Attitudes; Values
IDENTIFIERS IGI; *Institutional Goals Inventory; Oakton Community College

ABSTRACT

In fall 1974, the Institutional Goals Inventory (IGI) was distributed to all full-time faculty and administrators at Oakton Community College (OCC). Responses were obtained from 98 faculty members and 13 administrators (84 percent and 81 percent, respectively). Results indicate that faculty respondents found Individual Personal Development, Freedom, Innovation, Community (i.e., mutual trust and respect among students and faculty), and Social Egalitarianism were the most important goals at OCC. They felt that Community, Vocational Preparation, Individual Personal Development, Freedom, and Democratic Governance should be OCC's most important goals. Administrator responses tended to be similar. They felt that Individual Personal Development, Vocational Preparation, Community, Innovation, and Freedom were the current goals, and that Community, Vocational Preparation, Individual Personal Development, and Democratic Governance should be the most important goals at OCC. Faculty and administrators agreed that Social Criticism/Activism, Public Service, and Off-Campus Learning were and should be the least important goals at OCC. In this administration of the IGI, respondents were asked to rank each variable a third time to indicate the degree to which that goal was being accomplished. These results are presented, as are discussions of all results. (DC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED119763

GOALS AND ACHIEVEMENTS AT OAKTON COMMUNITY COLLEGE: A STUDY OF FACULTY AND ADMINISTRATION PERCEPTIONS

TRUDY BERS, PH.D.

JANUARY 1975

JC 760 156

SUBMITTED BY

Dr. Trudy Bers
Assistant Professor

January 1975

SUMMARY AND RECOMMENDATIONS

The Institutional Goals Inventory data indicate both faculty and administration are basically in agreement that what is perceived as currently important at Oakton Community College is what, indeed, ought to be important, and that the priority now attached to goals is an appropriate one. Virtually everything ought to be given more importance than it now has, however. Perceptions of achievement indicate that both groups rank actual achievements as lower than they should be. The faculty scores higher (attaches greater importance or believes achievements are at a higher level) than the administration on goal area responses, although the pattern of responses for each group is virtually identical (see Figures 1-3). For individual questions the two groups are roughly divided over which scores higher, though again the pattern of responses is similar (see Figures 4-6).

Faculty perceives the goal areas Community, Intellectual orientation, and Democratic governance as those which both should be among the most important goals of the institution and at the same time are being currently achieved at a much lower level than they ought to be (see Table 5). The administration perceives the first two goal areas above and Vocational preparation in the same way.

Freedom is one goal area on which faculty and administration diverge. The administration believes the level of freedom in effect is actually greater than it should be, whereas the faculty believes there should be more freedom. Interestingly both groups rate the level of freedom currently achieved almost the same.

Data from locally written goal statements reveal that both faculty and administration are dissatisfied with the importance and achievement of certain components of the faculty evaluation process, but that there is support for the philosophy of a merit evaluation system. There seems to be some questioning of the importance of cluster identification and some

support for strengthening the role of disciplines. Support for the importance of students identifying with clusters is moderate in the administration and minimal in faculty.

Measures of consensus and disagreement within the faculty and administration reveal that the faculty and administration are not in complete agreement within their own groups; the administrators demonstrate more disagreement with each other than do the faculty, although disagreement on goals and achievements is not necessarily dysfunctional if it occurs within generally agreed upon limits.

Recommendations for additional study which emerge from this survey include the following:

1. Whether and how to upgrade the importance of goal areas and to obtain a level of achievement commensurate with the importance attached to the goal area. Initially the goal areas Intellectual orientation, Community, Democratic governance, and Vocational preparation should be considered.
2. Whether and how to refine the faculty merit evaluation system while retaining the philosophy of merit.
3. Whether and how to redefine the functions and role of clusters.
4. Whether and how to adjust faculty-administration differences in their perceptions of the goal area Freedom.

SUMMARY TABLE

GOAL AREA	FACULTY						ADMINISTRATION					
	IS		SHOULD BE		ACHIEVEMENT		IS		SHOULD BE		ACHIEVEMENT	
	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN	RANK	MEAN
Academic Development	9	3.29	10	3.84	7	3.04	12	3.06	10	3.65	5	2.96
Intellectual Orientation	10	3.27	5	4.17	11	2.85	9	3.27	5	3.96	6	2.82
Individual Personal Development	1	4.05	3	4.23	4	3.35	1	3.92	3	4.08	3	3.14
Humanism/Altruism	13	3.01	11	3.53	13	2.66	13	2.83	11	3.19	8	2.66
Cultural/Aesthetic Awareness	12	3.11	13	3.40	10	2.86	11	3.11	12	3.04	7	2.77
Vocational Preparation	4	3.83	2	4.25	2	3.44	2	3.83	2	4.38	3	3.14
Meeting Local Needs	7	3.50	7	3.97	5	3.09	6	3.42	7	3.87	5	2.96
Public Service	15	2.41	15	3.03	15	2.21	15	2.24	14	2.60	11	2.20
Social Egalitarianism	6	3.54	9	3.89	6	3.08	5	3.44	8	3.77	4	3.07
Social Criticism/Activism	14	2.78	14	3.30	14	2.52	14	2.48	13	2.67	10	2.37
Freedom	2	3.85	4	4.20	1	3.78	4	3.62	10	3.65	1	3.80
Democratic Governance	8	3.31	4	4.20	8	3.00	8	3.33	4	4.00	4	3.07
Community	5	3.57	1	4.44	7	3.04	3	3.77	1	4.44	4	3.07
Intellectual/Aesthetic Environment	11	3.20	8	3.92	12	2.79	10	3.21	8	3.77	9	2.62
Innovation	3	3.84	6	4.09	3	3.37	3	3.77	6	3.94	2	3.16
Off-Campus Learning	16	2.21	16	2.90	16	1.99	16	1.92	15	2.56	12	1.68
Accountability/Efficiency	9	3.29	12	3.45	9	2.90	7	3.37	9	3.70	4	3.07

TABLE OF CONTENTS

List of Tables and Figures ii

Introduction 1

The Setting and the Instrument 4
Instrumentation 5

Results 9
Faculty Results 10
Administration Results 25

Discussion and Conclusions 34

Appendix A - IGI and Institutional Goal Statements 43

Appendix B - IGI Goal Statements Grouped According to Goal Area 49

Appendix C - Institutional Goals Inventory Summary 55

Endnotes 57

LIST OF TABLES AND GRAPHS

Table 1	Goal Area Summaries Rank Ordered By "IS" Means-All Faculty	11
Table 2	Goal Area Summaries Rank Ordered By "SHOULD BE" Means-All Faculty	12
Table 3	Goal Area Summaries Rank-Ordered By discrepancy scores between "IS" and"SHOULD BE" Important-Faculty	14
Table 4	Goal Area Summaries Rank Ordered By "ACHIEVEMENT" Means-All Faculty	16
Table 5	Goal Area Summaries Rank-Ordered By discrepancy scores between "SHOULD BE" Important and "ACHIEVEMENT" -All Faculty	18
Table 6	Miscellaneous and Institutional Questions Means-Discrepancies-All Faculty	20
Table 7	Disagreement in Individual Questions	24
Table 8	Goal Area Summaries Rank Ordered By "IS" Means-Administration	26
Table 9	Goal Area Summaries Rank Ordered By "SHOULD BE" Means-Administration	27
Table 10	Goal Area Summaries Rank-Ordered By discrepancy scores between "IS" and "SHOULD BE" Important-Administration	28
Table 11	Goal Area Summaries Rank-Ordered By "ACHIEVEMENT" Means-Administration	29
Table 12	Goal Area Summaries Rank-Ordered By discrepancy scores between "SHOULD BE" Important and "ACHIEVEMENT"-Administration	30
Table 13	Miscellaneous and Institutional Questions Means and iscrepancies-Administration	32
Table 14	Disagreement on Miscellaneous Questions	33

Figure 1 Faculty-Administration Responses Goal Area "IS" important..... 37

Figure 2 Faculty-Administration Responses Goal Areas "SHOULD BE" important..... 38

Figure 3 Faculty-Administration Responses Goal Areas "ACHIEVEMENT"..... 39

Figure 4 Faculty-Administration Responses Miscellaneous Questions "IS" important..... 40

Figure 5 Faculty-Administration Responses Miscellaneous Questions "SHOULD BE" important..... 41

Figure 6 Faculty-Administration Responses Miscellaneous Questions "ACHIEVEMENT"..... 42

INTRODUCTION

Every organization has goals--implicit or explicit purposes for which the organization was established and towards which its activities are directed. Some of these goals may relate to the external world within which the organization works, as in a public community college, where the college must to some extent direct itself towards the larger community from which its funds, students, and support are drawn. Some goals relate to the internal order of the institution itself. In a community college these include such goals as the maintenance of faculty and staff morale and the appropriate (however defined) distribution of decision-making authority. Probably the most obvious goal of a public community college is to educate it's students. But obvious as this goal is, it is replete with ambiguities. What does "to educate" mean? How does one best educate students? What is the optimum organizational structure for achieving this? Does education include the affective as well as cognitive development of students?

Often institutions fail to make their goals explicit except in the most general sense. Recent developments in both public and private organizations have stressed the need for accountability among employees, and accountability requires the definition of what one is accountable for. Foremost among the approaches to heighten this accountability have been Planning, Programming, and Budgeting Systems (PPBS) in the area of budgeting and Management by Objectives (MBO), or some variant thereof, in the area of management.[1] Yet these approaches deal largely with the administration of programs. They do not focus as

much on the overall philosophy of the organization within which they are being applied.

Organizational philosophy provides the outermost boundaries within which more specific decisions are made, but if the philosophy is not clear the decisions may be haphazard and even work at cross-purposes. Often this philosophy is promulgated from above, with little chance for the daily practitioner to have any input in this. Without a chance to affect and legitimate the philosophy, the employee's loyalty to it may be severely diminished. Organizational achievements are often measured in terms of how closely they approximate the overall philosophy of the organization, but without making goals manifest there can be no clear standards against which to measure achievements. Thus, while the importance of an organization's philosophy and goals cannot be doubted, the failure to make these apparent can have serious consequences for the efficient and effective functioning of the organization.[2]

There are a number of ways to assess the goals and philosophy of an institution. One, certainly, is to read whatever publications and internal materials refer to them. Another is to speak to the leaders and employees of the institution, and to speak to those affected by it. A third is to systematically survey all or a sample of these individuals.

The assessment of an organization's actual achievements is more complex. Once the goals are determined--not an easy task itself--a whole range of data can be collected and interpreted. In educational institutions these data often refer to such things as student grade distributions; student performances on national proficiency and achievement tests; faculty degrees, teaching experience, and publications; number of books and magazines in the library; etc. Rarely included in this, however, are the opinions of those involved regarding how much they are achieving. Further, there is generally very little attempt to relate achievement with the philosophy and goals of the institution. On the

one hand there is the institution's philosophy, with little attempt to objectively measure how well this is being fulfilled. On the other hand there is an assessment of achievement, with little attempt to relate this to what the institution's philosophy and goals are. Do the achievements fulfill the aspirations? It is to fill this gap that this study is primarily directed.

THE SETTING AND THE INSTRUMENT

This study was conducted in the fall of 1974 at Oakton Community College, a two-year public community college in the suburbs just northwest of Chicago. The college was established by community referendum and legally established in June, 1969. The college first opened its doors to students in September, 1970. Classes currently are conducted in converted factory buildings on an interim site; a permanent site was purchased in the fall of 1974 and preliminary plans are to move a portion of the college's operations into the new campus in 1978. The college has, thus, operated in makeshift surroundings, and these may have contributed to some college problems; e.g. the lack of student lounge space and very inadequate soundproofing. On the other hand, since the quarters are temporary faculty has been forced to improvise and students have been able to undertake such projects as painting murals on temporary walls, projects which may not be as possible in a permanent, newly constructed building.

The school enrolls some 2,500 full-time equivalent students[3] and in the fall of 1974 employed 116 full-time and 116 part-time faculty. A two year associate of arts diploma, a two year associate of science diploma, various vocational and career certificates, and a full range of adult and developmental courses are offered.

The faculty is organized into four interdisciplinary learning clusters, each consisting of under 30 full-time faculty members and approximately 30 part-time instructors and headed by a full-time learning cluster dean, who is part of the administration. Faculty salaries are determined by a merit

evaluation system, each cluster dean being responsible for evaluating the faculty within his own cluster. Student evaluations and the dean's assessment of the individual's teaching performance are weighed most heavily in the evaluation although the dean's assessment of the person's "college and cluster effectiveness" also count.

The "Oakton philosophy" as talked about is heavily oriented towards the student and his achievement of both cognitive and affective capabilities. A two-credit human potential seminar is recommended, and the grading system is non-punitive.[4] The Oakton philosophy as explicated in its most recent catalog includes the following:

> ...the belief that each individual... should be provided the opportunity to develop his full potential...
>
> Oakton Community College believes in learning for living, as well as in learning for earning...It believes in meeting the needs of those who failed to profit from earlier instruction if they are now ready to benefit. It believes in learning for human development and fun...
>
> ...the College exists primarily to facilitate learning...[5]

INSTRUMENTATION

While the Oakton philosophy has obviously played a large part in determining the internal structure of the college, the grading system, the emphasis on small classes (most do not exceed 35), and the merit evaluation system for faculty, the specific definition of components of this philosophy -- the goals of the school -- and the support of administration and faculty for them, have not been systematically surveyed. In order to do this, the Educational Testing Service's Institutional Goals Inventory (IGI) was administered to full-time faculty and administrators.

Ninety-eight faculty members and thirteen administrators (84% of the faculty and 81% of the administration) completed the survey.

The IGI consists of ninety goal statements organized into twenty goal areas of four questions each and ten miscellaneous questions. Space for an additional twenty questions written by the institution is also provided (see Appendix A). Respondents answer each question twice, once according to how important they think that goal now is at the inistitution; and once according to how important they think that goal should be. Each response is placed on a five point scale ranging from 1 (of no importance or not applicable) to 5 (of extremely high importance). Thus the higher the mean score for each question or goal area the more important that goal is perceived to be or should be. A rank order of goals can then be made, and the discrepancy between how important a goal is and should be can be calculated. The higher the discrepancy figure the farther the administration or faculty perceives the distance between what is and what should be a goal.

The IGI questions relate to goals at all types of institutions of higher education. Some questions and goal areas, then, are not applicable to a public community college with a two-year curriculum While respondents could answer these questions (e.g., relating to graduate training or religious instruction) most selected the "not applicable" option and mean scores for these were very low.

The IGI makes provision for five constituent groups of a college community to answer the questionnaire. The institution designates which groups these will be, and the ETS scoring service provides data for the respondents as a whole and for each constituent group. In this study the administration constituted one constituent group and

each of the four learning clusters constituted another group. To calculate the all-faculty scores the ETS data were reformulated.

Institutionally-written questions (questions 91-106) were derived in two ways. All full-time faculty members teaching summer school (78 in number) were sent a memorandum briefly explaining the survey and asking for suggested questions or topics to be included in the institutional questions. Only fourteen faculty members responded. As expected, many of their suggestions overlapped with each other or with questions already included in the survey instrument. Some were judged inappropriate for this particular type of study. Four questions were actually developed from this. Second, the Faculty Executive Committee (FEC) was given a copy of the survey instrument and asked to suggest additional questions. They recommended twelve, all of which were incorporated into the final schedule. The administration was also asked for recommendations, but none were forthcoming.

The Institutional Goals Inventory focuses exclusively on what goals an institution perceives as important at the current time and what goals the institution thinks should be important. Thus the IGI information can help an institution establish its goals and direct its resources towards the fulfillment of them. What the IGI does not provide, however, is information relating to the perceived achievement of these goals. Philosophy and goal setting operate very much in the realm of value judgements. Yet one can have the most altruistic

goals and achieve nothing. Thus it was decided to add a wholly new dimension to the ETS instrument: a measure of perceived goal achievement. In addition to answering each question as to perceived goals (see above), respondents were asked to complete each question a third time, this time answering according to how completely each goal was being accomplished. A five-point scale comparable to the ETS scale was constructed, with a score of 1 meaning that the goal was not applicable or not being achieved and a score of five meaning that goal was being completely achieved.[6] As with the goal data, the mean score for each question or goal area reflects how completely the faculty or administration believes this goal is being actually fulfilled. Discrepancy scores between the mean score on how important a goal should be and how completely it is being achieved suggest how far the institution has to go before its real world approximates its utopia. Fourteen administrators and ninety faculty members (87.5% and 77.6% respectively) completed this part of the survey.[7]

RESULTS

All-faculty and all-administration results were calculated for each question; where questions are grouped into goal areas the scores for these areas rather than for individual questions are reported.[8] Appendix C provides a summary of the contents of each goal area. The goal areas Traditional Religiousness, Advanced Training, and Research were excluded from analysis since in all cases means were less than 2, suggesting these areas are considered not important or not applicable as well as not being achieved.

As a further help in interpreting data, Peterson has suggested that certain goal areas can be grouped into still broader categories.[9] These include the following:

TITLE	IGI GOAL AREAS
Instructional Goals	Academic Development Intellectual Orientation Individual Personal Developement Humanism/Altruism Cultural/Aesthetic Awareness Vocational Preparation
Public Service	Meeting Local Needs Public Service
Higher Education and Social Change	Social Criticism/Activism Social Egalitarianism
Campus Climate for Learning	Democratic Governance Community Intellectual/Aesthetic Environment
Innovation and Change on Campus	Freedom Innovation Off-campus Learning
Institutional Accountability	Accountability/Efficiency

While these groupings make intuitive sense and provide a general framework for

organizing the goal areas into categories, the goal areas within each category do not cluster together such that any single category can be deemed more or less important, more or less satisfied, than any other. Thus analysis in this paper is based on goal rather than broader areas.

Faculty Results

Table 1 shows the rank order of faculty responses on the "is important" scale for goal areas. The "Oakton philosophy," as often elaborated, stresses the individual's needs and the necessity of freedom and innovation in providing different sorts of learning experiences for different types of students. The results of this study indicate that the faculty does indeed perceive these goals as important. What is also notable is the generally low importance assigned to those goals relating to the actual caliber of education offered at the institution. Academic development, dealing with the acquisition of general and specific knowledge, the preparation of students for advanced work, and the maintenance of high intellectual standards, ranks only ninth, and that is the highest rank for any of the academically-intellectually oriented goal areas.[10]

Table 2 shows the rank order of faculty responses on the "should be important" scale for goal areas. Immediately noticeable is that overall scores on this ranking are higher than those on the "is" important table. This indicates that generally goals should be more important then they are. In every case the faculty believes the institution is not attaching enough importance to these goal areas. What is also noteworthy is the general conformity of the rank order in this Table as compared with the rankings presented in Table 1. Four of the five goal areas ranked highest on the "is" important measurement appear again

TABLE I

GOAL AREA SUMMARIES RANK ORDERED

BY "IS" MEANS - ALL-FACULTY

RANK	GOAL AREA	MEAN
1	Individual personal development	4.05
2	Freedom	3.85
3	Innovation	3.84
4	Vocational preparation	3.83
5	Community	3.57
6	Social egalitarianism	3.54
7.	Meeting local needs	3.50
8	Democratic governance	3.31
9	Academic development	3.29
9	Accountability/Efficiency	3.29
10	Intellectual orientation	3.27
11	Intellectual/Aesthetic environment	3.20
12	Cultural/Aesthetic awareness	3.11
13	Humanism/Altruism	3.01
14	Social Criticism/ Activism	2.78
15	Public service	2.41
16	Off-campus learning	2.21

TABLE 2

GOAL AREA SUMMARIES

RANK ORDERED BY "SHOULD BE" MEANS ALL FACULTY

RANK	GOAL AREA	MEAN
1	Community	4.44
2	Vocational preparation	4.25
3	Individual personal development	4.23
4	Freedom	4.20
4	Democratic governance	4.20
5	Intellectual orientation	4.17
6	Innovation	4.09
7	Meeting local needs	3.97
8	Intellectual/Aesthetic environment	3.92
9	Social egalitarianism	3.89
10	Academic development	3.84
11	Humanism/Altruism	3.53
12	Accountability/Efficiency	3.45
13	Cultural/Aesthetic awareness	3.40
14	Social criticism/Activism	3.30
15	Public Service	3.03
16	Off-campus learning	2.90

in the highest-ranked areas for what "should be" important (the exception is Innovation, which ranks sixth on the "should be" scale). Two goal areas--Democratic Governance and Intellectual Orientation--move into the highest ranks of what should be important. The general congruity of what is and what should be important is further exemplified by the lowest rankings; here four of the five goal areas ranked lowest in Table 1 reappear among the lowest rankings in Table 2. The basic importance of academic-intellectually oriented goal areas as compared with other goal areas presents a mixed picture. Intellectual orientation, relating to an attitute about learning and intellectual work, moves up substantially, from ranking tenth in what is important to fifth in what should be, but Academic development drops from ninth to tenth place.

Overall what this suggests is that faculty generally agree that what is perceived as important is, indeed, what should be important. At the same time, virtually everything should be given more importance than it now has.

Still another measure provides insight into the differential between what is stressed and what the faculty believes ought to be important: this is the discrepancy between the mean score for what should be important and what is. Thus the discrepancies for each goal area were ranked, with the higher discrepancies suggesting goal areas which need more emphasis compared to what they now receive, although in absolute terms a goal area with a high discrepancy may be less important than another area where the discrepancy between what is and should be important is lower. Table 3 presents this information.

Two things seem especially striking about the data presented in Table 3. First, three of the six goal areas which should be most important reappear amoung those areas with the highest discrepancy scores. This means that the faculty not only believes Community, Democratic governance, and Intellectual

TABLE 3

GOAL AREA SUMMARIES RANK-ORDERED

BY DISCREPANCY SCORES BETWEEN "IS" AND "SHOULD BE" IMPORTANT - ALL FACULTY

RANK	GOAL AREA	DISCREPANCY SCORE
1	*Intellectual orientation	.90
2	*Democratic governance	.89
3	*Community	.87
4	Intellectual/Aesthetic environment	.72
5	Off-campus learning	.69
6	Public Service	.62
7	Academic Development	.55
8	Humanism Altruism	.52
8	Social criticism/Activism	.52
9	Meeting local needs	.47
10	*Vocational preparation	.42
11	Social egalitarianism	.35
11	*Freedom	.35
12	Cultural/Aesthetic awareness	.29
13	Innovation	.25
14	*Individual personal development	.18
15	Accountability/Efficiency	.16

*Denotes those goal areas with the five highest absolute scores on the "should be important" scale.

orientation should be among the most important goal areas at the institution, but also the faculty perceives these areas as among those most needing an increased measure of importance attached to them. The second outstanding finding is the relative degree of satisfaction the faculty reflects for the goal area Individual Personal Development. It is among the highest-ranked areas in Tables 1 and 2, yet in 3 it ranks second from the lowest.

Goal setting is largely a matter of philosophy. The members of an institution might well agree on their goals; they may evince relative satisfaction with current goals or express desire and agitation for a revision of them. The data above suggest that the faculty at Oakton Community College is relatively satisfied with the priority currently attached to the above goal areas. However, neither satisfaction nor dissatisfaction with goals

measures how closely those goals are being approximated in the implementation of policy at an institution. As a third measure of goals, then, respondents rated each goal statement as to the degree to which that goal is in fact being fulfilled at the college. Note that these measures reflect faculty perceptions of how well goals are being accomplished; objective data such as grades, student performance on tests, and books checked out in the library are not included in this measurement.

Table 4 summarizes and rank orders faculty goal area responses assessing the actual level of achievement in each area. Overall the scores on this measurement are lower than those on both goal setting measures, suggesting that faculty does not believe achievements have reached the level they should. Comparing what is <u>important</u> (Table 1) with what is being <u>achieved</u>, it is found that four of the five goal areas with top priority in the former ranking reappear again in the priority of what is being accomplished, albeit the latter scores are lower. Four of the five lowest ranking goal areas similarly appear in both measurmemnts. This suggests that faculty perceives the level of accomplishment in thses areas as falling on the same rating scale as their goals would suggest, although in all cases the level of achievement needs to be raised. The comparison of what faculty believes should be important and what is being achieved shows a similar congruence. Three goal areas appear among the highest goal setting and achievement rankings, and three appear among the lowest in both. Once again this suggests that faculty perceives a need to upgrade achievements in all areas but not to make vast shifts in the institution's priorities.

TABLE 4

GOAL AREA SUMMARIES RANK ORDERED

BY "ACHIEVEMENT" MEANS - All Faculty

RANK	GOAL AREA	MEAN
1	Freedom	3.78
2	Vocational preparation	3.44
3	Innovation	3.37
4	Individual personal development	3.35
5	Meeting local needs	3.09
6	Social egalitarianism	3.08
7	Academic development	3.04
7	Community	3.04
8	Democratic governance	3.00
9	Accountability/Efficiency	2.90
10	Cultural/Aesthetic awareness	2.80
11	Intellectual orientation	2.85
12	Intellectual/Aesthetic environment	2.79
13	Humanism/Altruism	2.66
14	Social criticism/Activism	2.52
15	Public service	2.21
16	Off-campus learning	1.99

As a final measure of this, discrepancies between what the faculty believes the institution should be doing and what it is in fact achieving were calculated. These figures appear in Table 5. What is most immediately apparent in this table is the large discrepancy scores, confirming again the distance the faculty perceives between what ought to be a goal of the school and what in fact is being achieved. It is also noteworthy that three of the goal areas with the highest scores are not given a high priority in what the school should be doing or what in fact it is accomplishing. This suggests that the absolute size of discrepancy scores may be misleading. Just because a fairly large absolute distance is perceived between what should be and what is being done does not mean resources should be shifted into this area if, overall, these goals have a fairly low priority. The low discrepancy scores on the goal area Freedom and its high rating both on the should be important and the achievement rankings suggest that this area is, of all goal areas, most successfully being fulfilled.

While it is possible to provide similar rankings for miscellaneous and institutional questions it was decided that this would be somewhat misleading. A single question may less adequately measure true feelings about complex subjects than four-question indices as in goal area measurements; and, in the case of institutional questions, some were almost polar opposites. For example, while having a strong internal faculty organization is not necessarily contradictory to affiliation with a strong external group (questions 97 and 98) some faculty may view this as an either/or choice. Therefore, faculty responses to the ten IGI miscellaneous questions and the sixteen questions written by the college are summarized in Table 6. (For the exact wording of each question see Appendix A).

TABLE 5

GOAL AREA SUMMARIES RANK-ORDERED

BY DISCREPANCEY SCORES BETWEEN "SHOULD BE"

IMPORTANT AND "ACHIEVEMENT" - ALL FACULTY

RANK	GOAL AREA	DISCREPANCY SCORE
1	*Community	1.40
2	*Intellectual orientation	1.32
3	*Democratic governance	1.20
4	Intellectual/Aesthetic environment	1.13
5	Off-campus learning	.91
6	*Individual personal development	.88
6	Meeting local needs	.88
7	Humanism/Altruism	.87
8	Public Service	.82
9	*Vocational preparation	.81
9	Social egalitarianism	.81
10	Academic development	.80
11	Social criticism/Activism	.78
12	Innovation	.72
13	Accountability/Efficiency	.55
14	Cultural/Aesthetic awareness	.54
15	*Freedom	.42

*Denotes those goal areas with the five highest absolute scores on the "should be important" scale.

Table 6 indicates that on these topics, as on goal areas, faculty for the most part perceives achievements occuring at a lower level than the current goals of the school suggest or than the goals should be. Especially noteworthy here, however, are the negative discrepancy scores which appear. Where a negative score appears in the fourth column, as in question 91, the faculty believes the importance assigned a particular goal should in fact be decreased. Where a negative score appears in column five, as in question 86, the faculty believes the institution's achievements in this area are in fact greater than they should be.[11]

Questions 91-93, dealing with faculty evaluation, imply some faculty discontent with both the implementation of the current evaluation system and the components of it. Yet at the same time fairly strong support is evident for the philosophy of a merit system which recognizes and rewards outstanding teaching and contributions to the college (question 94). This suggests a need to study and perhaps revise the current method of evaluation and the criteria on which evaluations are based while at the same time retaining the philosophy of rewarding outstanding (however defined) faculty.

Unionization, a topic of some concern and discussion among the faculty, is clearly rejected. (question 98). Instead a strong internal faculty organization is favored, although there is considerable disagreement among faculty about this (see below).

TABLE 6

MISCELLANEOUS AND INSTITUTIONAL QUESTIONS

MEANS AND DISCREPANCIES - ALL FACULTY

Question	Mean Score "Is" goal	Mean Score "Should be" goal	Mean Score "Achievement"	Discrepancy "Is" and "Should be"	Discrepancy "Should be" and "Achievement"
12	3.57	4.39	2.97	.82	1.42
71	2.73	3.09	2.56	.36	.53
80	3.60	4.13	2.88	.53	1.25
82	3.09	3.59	2.94	.50	.65
84	3.59	3.94	3.21	.35	.73
85	3.43	3.92	3.07	.49	.85
86	2.42	2.45	2.52	.03	-.07
88	3.35	3.70	3.01	.35	.69
89	3.15	3.72	2.68	.57	1.04
90	3.14	3.56	2.77	.42	.79
91	4.11	3.96	3.52	-.15	.44
92	4.11	3.28	3.51	-.83	-.23
93	3.97	3.23	3.41	-.74	-.18
94	3.80	4.07	3.00	.27	1.07
95	2.49	3.86	2.31	1.37	.55
96	3.42	4.51	2.79	1.09	1.52
97	3.24	4.25	2.82	1.01	1.43
98	1.90	2.60	1.81	.70	.79
99	3.63	3.21	2.93	-.42	.28
100	2.73	2.98	1.88	.25	1.10
101	2.94	3.92	2.24	.98	1.68
102	2.57	4.04	2.02	1.47	2.02
103	2.99	3.90	2.51	.91	1.39
104	2.65	3.65	2.48	1.00	1.17
105	3.41	4.26	2.99	.85	1.27
106	3.35	2.99	2.89	- .36	.10

Finally, the interdisciplinary cluster system, a method of organization highly publicized and praised in the college publications, receives mixed reviews by the faculty. The negative discrepancy figure on question 99 suggests the faculty believes too much importance is being attached to cluster identification, and there is some support for strengthening the role of disciplines (question 104), although neither question is conclusive. The importance of students' identifying with and being part of the clusters is perceived as minimal (question 100), although initially this was considered a crucial component of the cluster system. While faculty does support the cluster system, some modification in its definition and central role may be called for.

What, then, does all of this suggest about the Oakton Community College faculty's assessment of the institution's goals and achievements? It suggests a faculty generally in agreement with current priorities, although the goals are not being given the importance they deserve (exceptions are noted above). The faculty is less satisfied with the school's performance in achieving its goals. This would suggest an institution perceived to be on the right course but with a way to go before that course nears satisfaction

The above data refer to the faculty's overall assessment of the institution. It does not, however, account for agreements or disagreements which occur <u>within</u> the faculty about appropriate goals, nor does it indicate the areas in which faculty agrees or disagrees about what is in fact being achieved. In order to determine whether consensus or disagreement existed within the faculty goal area groups and individual miscellaneous and institutional questions were coded in the following manner: if 75% or more responses fell into one score-whether this was of little importance,

of extremely high importance, completely achieving or whatever-relative consensus was considered to exist. The examination of goal areas for consensus revealed that the faculty did not show consensus on any area. Thus an investigation of each question was undertaken. This revealed that faculty consensus does not exist on any single item either. This can suggest many things. It may mean the instrument is not tapping topics on which the faculty fundamentally agrees. It may mean the faculty is still not, or may never be, of one philosophy. It may mean the faculty evaluates the institution through a variety of lenses. By itself the lack of consensus means little-indeed consensus may breed stagnation. Theorists often point to the necessity of variety if not outright differences in ideas for growth and change to occur.

The other side of the coin of consensus is, of course, complete disagreement. To measure how much disagreement exists among the faculty goal areas and individual questions were coded this way: disagreement was said to exist if at least 25% of the faculty responded in each of three different ways on a question or goal area (e.g., if 30% of the faculty said a goal was of low importance, 30% said it was of medium importance, and 40% said it was of high importance); if at least 20% of the faculty responded in each of four different ways on a question or goal area; or if at least 33% of the faculty responded in two ways not adjacent to each other (e.g., if 40% responded that a goal was of low importance, scored 2, and 40% responded it was of high importance, scored 4).[12]

Disagreement was found to exist in the faculty's assessment of

what is important in these goal areas: Humanism/Altruism, Cultural/ Aesthetic Awareness, Vocational Preparation, Public Service, Social Criticism/ Activism, and Off-Campus Learning. Thus in over one-third of the goal areas the faculty evidences a difference of opinion about what is in fact a goal of the school. Disagreement in what ought to be a goal was evidenced in over one-quarter of the goal areas; Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, and Off-Campus Learning. In three of these areas-- Public Service, Social Criticism/Activism and Off-Campus Learning-- the faculty is neither in agreement about what is important or what should be important. So far as perceptions of achievements were concerned, the faculty evidenced disagreement in over one-quarter of the goal areas; Meeting Local Needs, Public Service, Social Egatitarianism, Off-Campus Learning, and Democratic governance. All but the last area evidenced disagreement over what should be important also.

A similar analysis of consensus and disagreement was performed for individual questions not included in goal areas. Results of this are summarized in Table 7. It is evident that most faculty disagreement occurs over what should be important, and that consensus does not exist on any single question.

The whole analysis of consensus and disagreement suggests a faculty with varied opinions and perceptions, but not so varied that stalemates over what the institution should be doing might occur. Several issues of special faculty concern; e.g., evaluation of faculty and unionization, might well be the

topics of considerable debate. These subjects are of a more personal nature than those of off-campus learning and meeting local needs; hence it is not unlikely that faculty will have more intense convictions about them and will be willing to devote more energy and concern to them.

TABLE 7

DISAGREEMENT IN INDIVIDUAL QUESTIONS - ALL FACULTY

QUESTION	IS IMPORTANT	SHOULD BE IMPORTANT	ARE ACHIEVING
Number	Disagreement	Disagreement	Disagreement
12			X
71	X	X	
89	X		
90	X		
91		X	
95		X	
98		X	
100		X	
101		X	
102		X	
103	X	X	
106		X	

Administration Results

An analysis similar to that done for faculty responses was conducted for the administration. Tables 8 and 9 show the goal area summaries rank ordered by "is" and "should be" means, while Table 10 rank orders the discrepancies between the two. Three of the goal areas rated most important reappear in the top rankings of what should be important, and four goal areas appear among the lowest rankings in the ordering of importance. As with the faculty, this suggests an administration fundamentally satisfied with the order of goal priorities established at the school but believing that more importance should be attached to existing goals. The discrepancy rankings are similar to those of the faculty (Table 3), suggesting that the faculty and the administration perceive the goals of the school in generally the same way, albeit at somewhat different absolute levels. Again, a high discrepancy score by itself need not suggest a shift of priority or energies into that goal area. Where discrepancy scores provide important information is when the goal area with a high discrepancy also has a high score on "should be important". This means that a goal which should be emphasized is strongly underemphasized or underachieved.

Table 11 summarizes the administration's scores for goal areas regarding achievement, and Table 12 rank orders the discrepancies between what is being achieved and what should be important. A comparison of Tables 4 and 11 indicates that faculty generally perceives the level of achievements as being slightly higher than does the administration. What is most outstanding in Table 12 is the negative score for the goal area Freedom. This can be interpreted that the administration thinks the school is achieving more than it should be in this area, although the small score and small number of respondents does indicate this may not be a firmly held opinion. Nevertheless, the direction of the score is noteworthy.

TABLE 8

GOAL AREA SUMMARIES RANK ORDERED

BY "IS" MEANS - ADMINISTRATION

RANK	GOAL AREA	MEAN
1	Individual personal development	3.92
2	Vocational preparation	3.83
3	Community	3.77
3	Innovation	3.77
4	Freedom	3.62
5	Social egalitarianism	3.44
6	Meeting local needs	3.42
7	Accountability/Efficiency	3.37
8	Democractic governance	3.33
9	Intellectual orientation	3.27
10	Intellectual/Aesthetic environment	3.21
11	Cultural/Aesthetic awareness	3.11
12	Academic development	3.06
13	Humanism/Altruism	2.83
14	Social criticism/Activism	2.48
15	Public service	2.29
16	Off-Campus learning	1.92

TABLE 9

GOAL AREA SUMMARIES RANK ORDERED

BY "SHOULD BE" MEANS-ADMINISTRATION

RANK	GOAL AREA	MEAN
1	Community	4.44
2	Vocational preparation	4.38
3	Individual personal development	4.08
4	Democratic governance	4.00
5	Intellectual orientation	3.96
6	Innovation	3.94
7	Meeting local needs	3.87
8	Social egalitarianism	3.77
8	Intellectual/Aesthetic environment	3.77
9	Accountability/Efficiency	3.70
10	Academic Development	3.65
10	Freedom	3.65
11	Humanism/Altruism	3.19
12	Cultural/Aesthetic awareness	3.04
13	Social criticism/Activism	2.67
14	Public service	2.60
15	Off-Campus learning	2.56

Table 10

GOAL AREA SUMMARIES RANK-ORDERED
BY DISCREPANCY SCORES BETWEEN
"IS" AND "SHOULD BE"
IMPORTANT - ADMINISTRATION

RANK	GOAL AREA	DISCREPANCY SCORE
1	*Intellectual orientation	.69
2	*Democratic governance	.67
2	*Community	.67
3	Off-Campus learning	.64
4	*Vocational preparation	.63
5	Academic development	.59
6	Intellectual/Aesthetic enviroment	.56
7	Meeting local needs	.45
8	Humanism/Altruism	.36
9	Social egalitarianism	.33
9	Accountability/Efficiency	.33
10	Public service	.31
11	Cultural/Aesthetic awareness	.25
12	Sccial criticism/Activism	.19
13	Innovation	.17
14	*Individual personal development	.16
15	Freedom	.03

*Denotes those goal areas with the five highest absolute scores on the "should be important" scale.

TABLE 11

GOAL AREA SUMMARIES RANK-ORDERED
BY "ACHIEVEMENT" MEANS - ADMINISTRATION

RANK	GOAL AREA	MEAN
1	Freedom	3.80
2	Innovation	3.16
3	Individual personal development	3.14
3	Vocational preparation	3.14
4	Social egalitarianism	3.07
4	Democratic governance	3.07
4	Community	3.07
4	Accountability/Efficiency	3.07
5	Academic development	2.96
5	Meeting local needs	2.96
6	Intellectual orientation	2.82
7	Cultural/Aesthetic awareness	2.77
8	Humanism/Altruism	2.66
9	Intellectual/Aesthetic environment	2.62
10	Social Criticism/Activism	2.37
11	Public service	2.20
12	Off-Campus learning	1.68

TABLE 12
GOAL AREA SUMMARIES RANK-ORDERED
BY DISCREPANCY SCORES BETWEEN "SHOULD BE" IMPORTANT AND
"ACHIEVEMENT"-ADMINISTRATION

RANK	GOAL AREA	DISCREPANCY SCORE
1	*Community	1.37
2	*Vocational preparation	1.24
3	Intellectual/Aesthetic environment	1.15
4	*Intellectual orientation	1.14
5	*Individual personal development	.94
6	*Democratic governance	.93
7	Meeting local needs	.91
8	Off-Campus learning	.88
9	Innovation	.78
10	Social egalitarianism	.70
11	Academic development	.69
12	Accountability/Efficiency	.63
13	Humanism/Altruism	.53
14	Public service	.40
15	Social criticism/Activism	.30
16	Cultural/Aesthetic	.27
17	Freedom	.15

*Denotes those goal areas with the five highest absolute scores on the "should be important" scale.

Responses to miscellaneous individual and institutional questions are summarized in Table 13. Again, a negative score indicates that the administration perceives a particular subject as receiving more importance than it should (column 4) or that a particular goal is being achieved at a higher level than it ought to be.

An analysis of the existence of consensus or disagreement on goal areas and questions was undertaken for the adminstration as for the faculty. Similar criteria were employed, except that due to the small number of administrative responses in the "importance" responses (13 in all) 23% in each of three categories was accepted as a definition of disagreement in these areas.

Consensus among administrators was not evident on any single goal area for any of the three types of responses (is and should be important and achievement). Thus individual questions were analyzed. Here consensus was evident on seven questions, numbers 29 and 68 in what is important; 70,74, and 87 in what should be important; and 4 and 7 in the achievement category. Among miscellaneous questions consensus was found on the following: number 85, is important and should be important (this question pertains to including local citizens in planning programs which will affect the local community, and in both cases the administration believed this was of high importance. It might also be noted that the inclusion of local citizens is virtually a mandate from the state to any public community college). Consensus on achievement was found on questions 80,100, and 102.

What seemed surprising was the high percentage of <u>disagreement</u> evidenced by the administration. Under what is important ten goal areas,

TABLE 13

MISCELLANEOUS AND INSTITUTIONAL QUESTIONS

MEANS AND DISCREPANCIES-ADMINISTRATION

QUESTION	MEAN SCORE "IS GOAL"	MEAN SCORE "SHOULD BE" GOAL	MEAN SCORE "ACHIEVEMENT"	DISCREPANCY "IS" AND "SHOULD BE"	DISCREPANC "SHOULD BE AND "ACHIEV
12	3.54	4.54	3.43	1.00	1.11
71	2.62	2.92	2.57	.30	.35
80	3.31	4.08	2.86	.77	1.22
82	3.00	3.46	2.86	.46	.60
84	3.54	4.00	3.07	.46	.93
85	3.69	3.92	3.00	.23	.92
86	2.31	2.62	2.64	.31	-.02
88	3.08	4.08	2.79	1.00	1.29
89	3.31	4.08	2.79	.77	1.29
90	3.00	3.85	2.79	.85	1.06
91	3.77	4.08	3.29	.31	.79
92	3.38	3.38	3.50	0	-.12
93	3.77	3.38	3.64	-.39	-.26
94	3.54	4.38	3.50	.84	.88
95	2.67	2.83	2.29	.16	.54
96	3.92	4.54	3.07	.62	1.47
97	3.77	4.17	3.21	.40	.96
98	1.85	1.92	1.79	.07	.13
99	3.46	3.54	2.86	.08	.68
100	3.08	3.38	2.07	.30	1.31
101	2.85	3.46	2.07	.61	1.39
102	2.42	3.75	2.21	1.33	1.54
103	3.00	3.54	2.93	.54	.61
104	2.62	3.77	2.57	1.15	1.20
105	3.23	4.31	3.00	1.08	1.31
106	3.23	3.08	2.71	- .15	.37

or 58.8%, showed disagreement.[13] Seven goal areas showed disagreement under what should be important.[14] Five goal areas appear in both lists: Humanism/ Altruism, Cultural/Aesthetic Awareness, Public Service, Social Criticism/ Activism, and Democratic Governance. Under the achievement measure only two goal areas show disagreement: Meeting Local Needs and Public Service. The existence of disagreement on miscellaneous questions is summarized in Table 14.

What does this suggest? Keeping in mind the small number of respondents, there is still some evidence that the administration of the institution shows some fundamental disagreements over objectives of the school though it is fairly agreed on what is in fact being accomplished. These disagreements may not create problems if the functional areas for which respondents are responsible are divided such that those in basic harmony with each others' goals work in the same areas, or if there is an understanding that disagreement, may create a healthy and productive environment. However, the existence of disagreement in a fairly large number of areas may foreshadow some real conflicts within the administration over what direction the school should be headed in, particularly if that disagreement exists in areas to which the respondents are firmly committed and unwilling to modify and compromise their views.

Table 14

DISAGREEMENT ON MISCELLANEOUS QUESTIONS - ADMINISTRATION

QUESTION	"Is" Important	"Should be" Important	Achievement
71	X	X	
80		X	
88	X	X	
90	X		
93		X	
95	X	X	
98		X	
100	X	X	
101	X		
103	X		
105	X		
106	X	X	

DISCUSSION AND CONCLUSIONS

The study reported here was an attempt to assess the goals for Oakton Community College as faculty and administration currently perceive them and as they think they should be. As an added dimension to the study respondents were also asked to rate each goal statement regarding how much these are actually being achieved. This created several problems in the actual administration of the survey which should be born in mind while the results are being interpreted. One was the confusion among respondents regarding exactly how to anwser the questions in each category. Often they were confused about the differences between what is important and what should be important as well as between these catagories and what is being achieved. Thus it may be that some respondents did not mark their actual views because they were unsure about how to analyze each question.

Another real problem was the length of the survey and the number of irrelevant (to public community colleges) questions included in it. There were a total of 106 questions, each to be answered three times. Fatigue, not to mention disgust, may have diluted the sharpness of some of the respondents. Should a similar study be made again it is strongly recommended that the length of the questionnaire be diminished by selecting out all those questions not relevant to the type of institution being surveyed (advanced training is not a function of a two-year community college) and not germaine to the purposes of the study.

Bearing these caveats in mind, what can be said about faculty and administration views of Oakton Community College? Basically they are similar. Figures 1-6 graphically portray the goal area and miscellaneous responses of faculty and administration. The congruence of the patterns evidenced by both groups indicates their fundamental agreement with what is and what ought to be at the school. Both groups tend to feel each goal area should be more important than it is and in virtually all cases that the achievement level is lower than the current importance attached to the goals would imply. Generally the faculty scores in all three answer-categories are higher than those of the administration on goal area responses, while for individual questions the two groups are roughly divided over which scores higher.

Where real problems might arise are those areas in which the administration and/or faculty believe too much importance is attached to or too high a level of achievement exists for a particular topic as compared to what should be. The administration believes the level of freedom in effect is actually greater than it should be (goal area: Freedom). The faculty believes there should be more freedom. Interestingly, the two groups rate the level of freedom currently being achieved almost the same (3.80 for the administration and 3.78 for the faculty). Both groups believe excelling in intercollegiate competition is achieved more than it should be, although the scores here are very low. Other questions on which both groups feel more is being achieved than should be are the inclusion of student evaluations as part of a faculty member's teaching evaluation and using college and

cluster effectiveness as an important part of faculty's total evaluation. Both groups believe using grades to help a student develop a positive self image should be less important than it is. Faculty believes too much importance is being attached to ongoing evaluation of the faculty (they also believe it is being achieved at a higher level than does the administration and that it is of greater importance at the present time), to the use of student evaluations as part of their evaluation, and to the strengthening of learning cluster identity.

Given the small number times the above occur one might be tempted to brush them off as small deviations in an overall pattern of faculty and administrative agreement. However, the issues which are dealt with in these deviations are those which directly effect faculty performance: freedom to teach as they wish and to present and expose their students to controversial and unpopular views, and faculty evaluation, which directly determines salaries. At the heart of faculty satisfaction and morale, it is these areas, though small numerically in the overall survey, which may well deserve immediate study and discussion.

Subsequent reports will explore divergencies within faculty groups and compare the Oakton Community College data with that from studies of other public community colleges to see whether Oakton does in fact evidence the difference in philosophy and objectives which it claims to.

FIGURE 1

FACULTY - ADMINISTRATION RESPONSES
GOAL AREAS
"IS" IMPORTANT

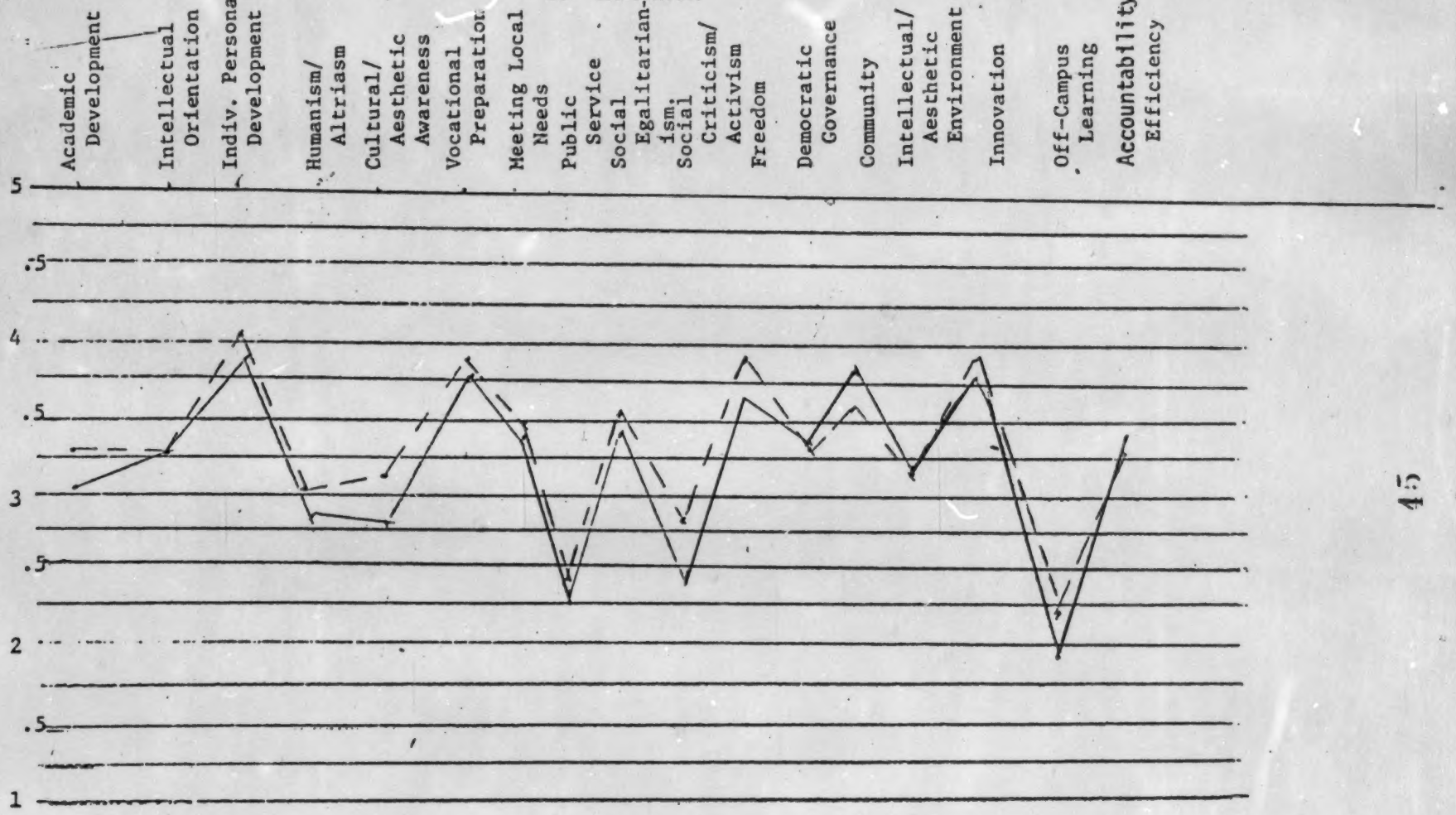


FIGURE 2

FACULTY - ADMINISTRATION RESPONSES
GOAL AREAS
"SHOULD BE" IMPORTANT

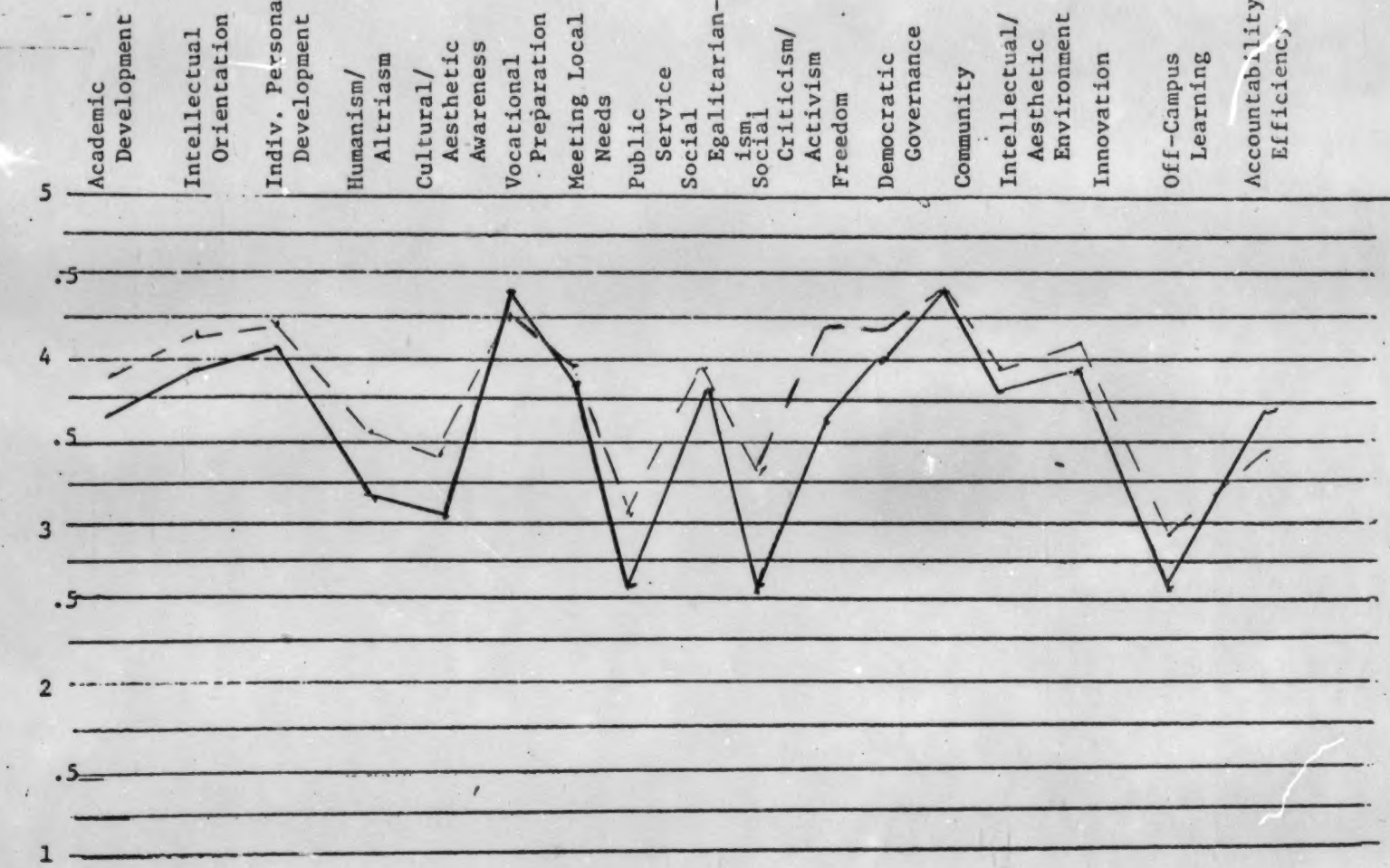
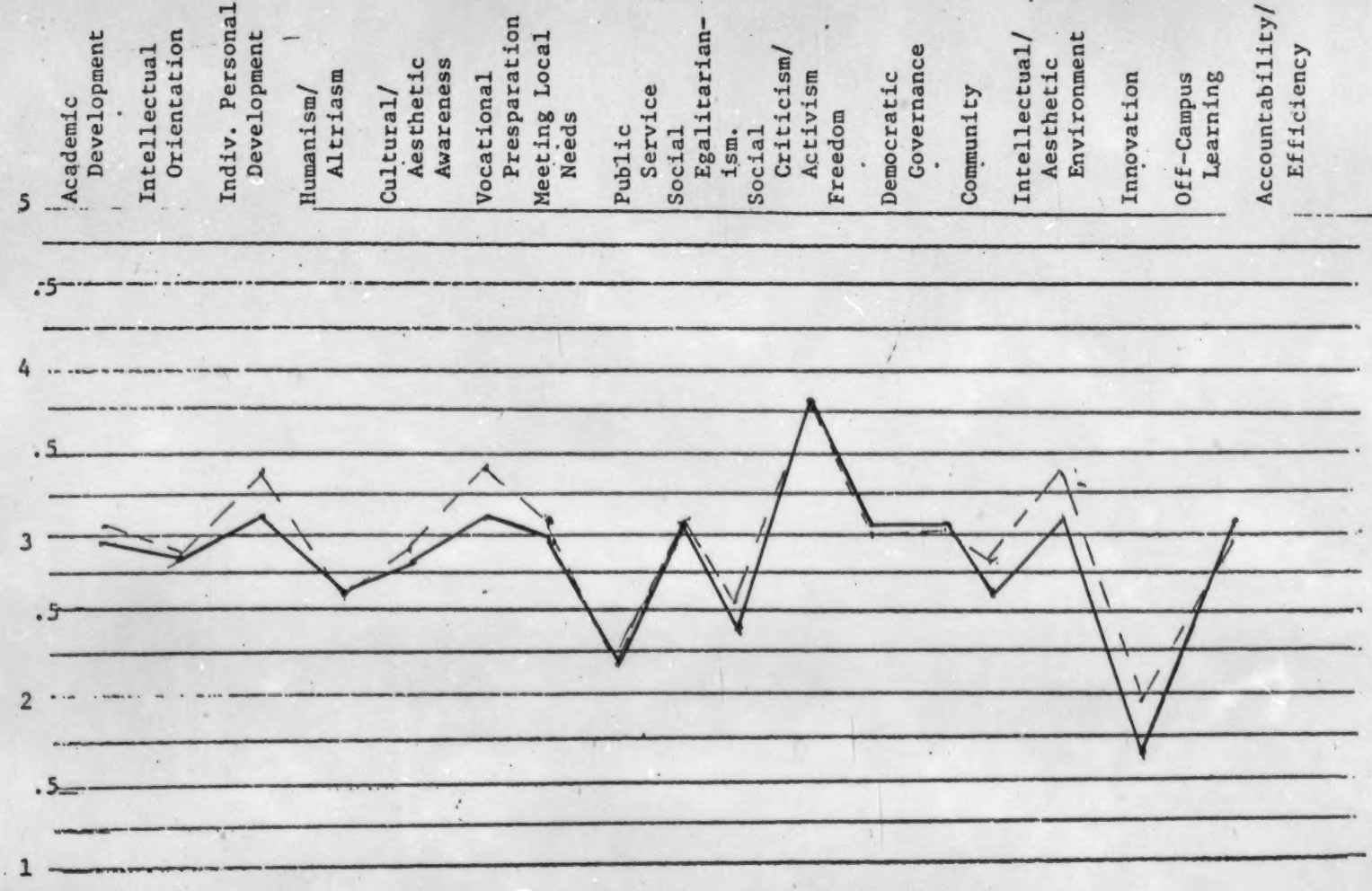


FIGURE 3

FACULTY - ADMINISTRATION RESPONSES
GOAL AREAS

"ACHIEVEMENT"



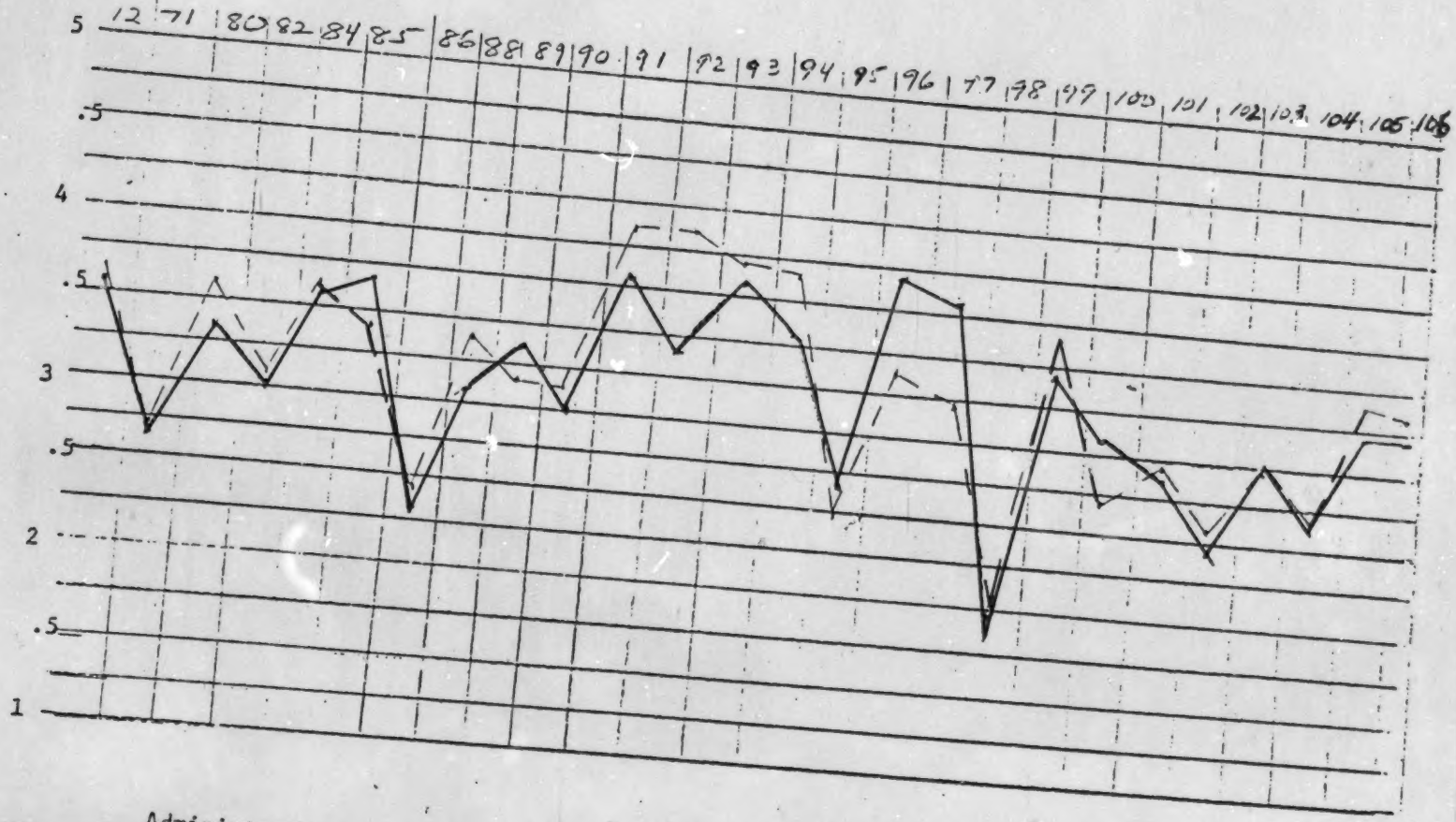
Administration

Faculty

FIGURE 4

FACULTY - ADMINISTRATION RESPONSES
MISCELLANEOUS QUESTIONS

"IS" IMPORTANT



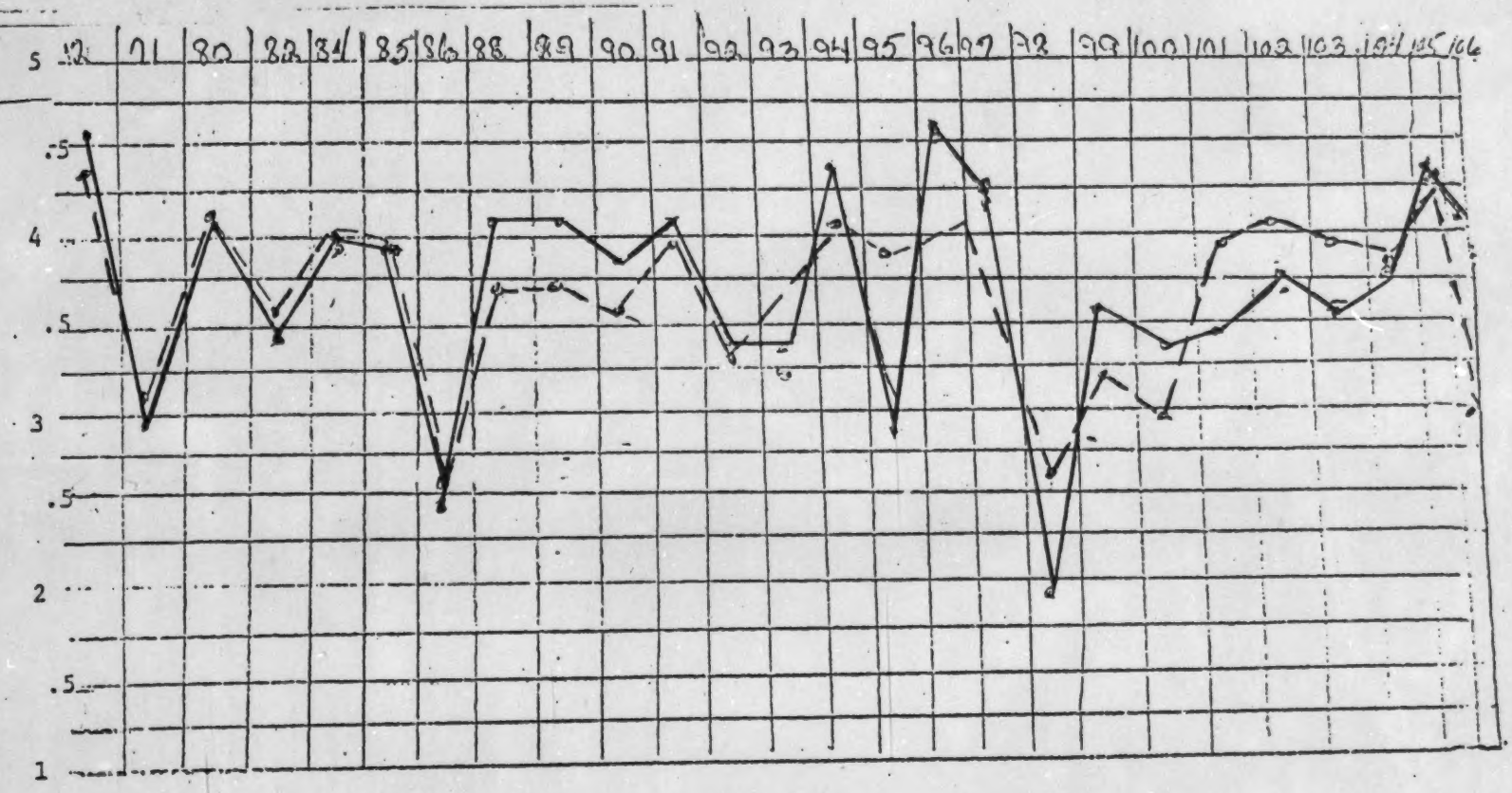
Administration

Faculty

FIGURE 5

FACULTY ADMINISTRATION RESPONSES
MISCELLANEOUS QUESTIONS

"SHOULD BE" IMPORTANT



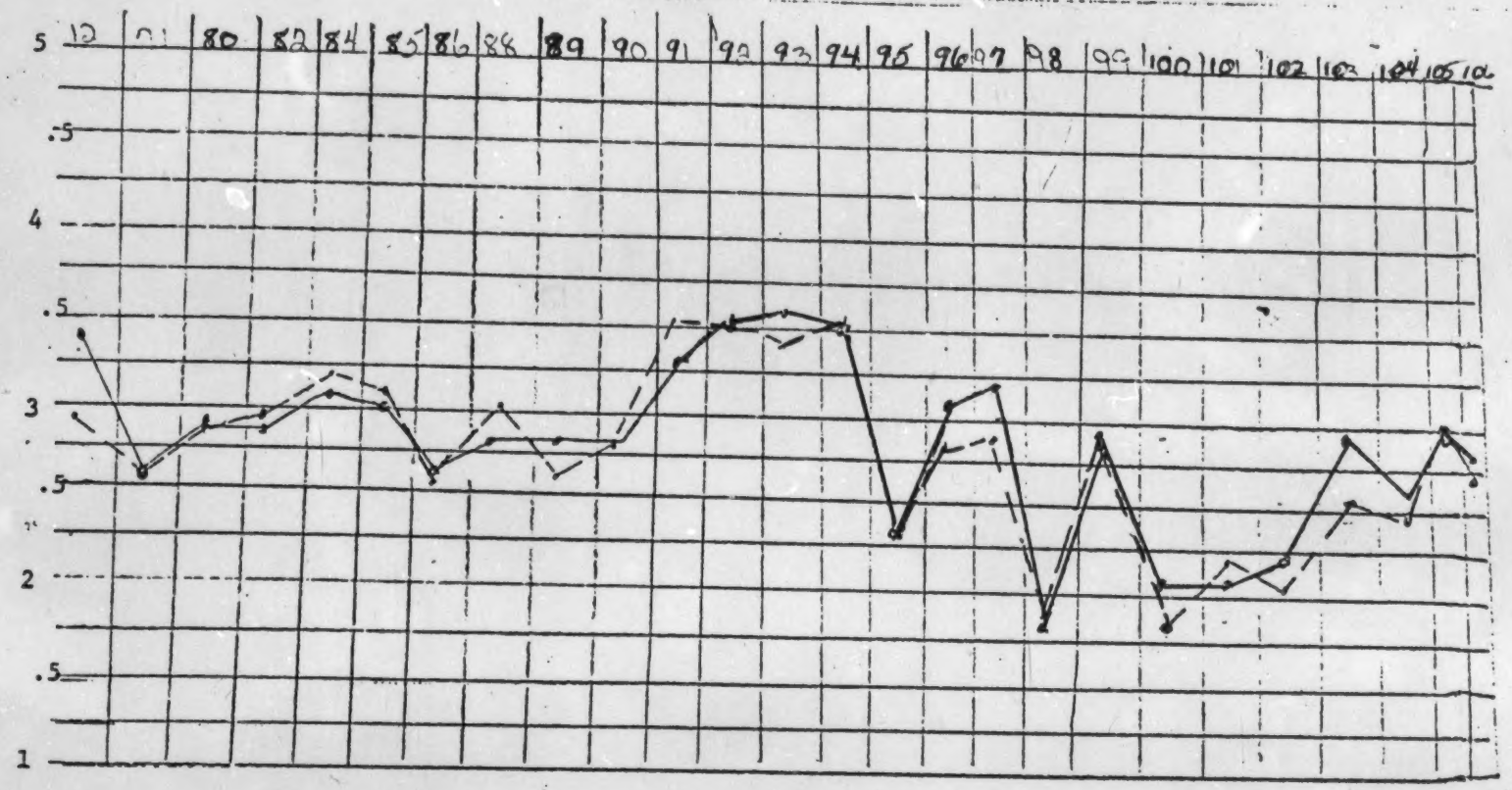
Administration

Faculty

FIGURE 6

FACULTY - ADMINISTRATION RESPONSES
MISCELLANEOUS QUEATIONS

"ACHIEVEMENT"



Administration

Faculty

APPENDIX A

IGI AND INSTITUTIONAL GOAL STATEMENTS

1. To help students acquire depth of knowledge in at least one academic discipline.
2. To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution.
3. To help students identify their own personal goals and develop means of achieving them.
4. To ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences.
5. To increase the desire and ability of students to undertake self-directed learning.
6. To prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school.
7. To develop students' ability to synthesize knowledge from a variety of sources.
8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.
9. To hold students throughout the institution to high standards of intellectual performance.
10. To instill in students a life-long commitment to learning.
11. To help students achieve deeper levels of self-understanding.
12. To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency.
13. To help students be open, honest, and trusting in their relationships with others.
14. To encourage students to become conscious of the important moral issues of our time.
15. To increase students' sensitivity to and appreciation of various forms of art and artistic expression.
16. To educate students in a particular religious heritage.
17. To help students understand and respect people from deverse backgrounds and cultures.
18. To require students to complete some course work in the humanities or arts.

19. To help students become aware of the potentialities of a full-time religious vocation.

20. To encourage students to become committed to working for world peace.

21. To encourage students to express themselves artistically, e.g., in music, painting, film making.

22. To develop students' ability to understand and defend a theological position.

23. To encourage students to make concern about the welfare of all mankind a central part of their lives.

24. To acquaint students with forms of artistic or literary expression in non-Western countries.

25. To help students develop a dedication to serving God in everyday life.

26. To provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing.

27. To develop what would generally be regarded as a strong and comprehensive graduate school.

28. To perform contract research for government, business, or industry.

29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.

30. To develop educational programs geared to new and emerging career fields.

31. To prepare students in one or more of the traditional professions, e.g., law, medicine, architecture.

32. To offer graduate programs in such "newer" professions as engineering, education, and social work.

33. To serve as a cultural center in the community served by the campus.

34. To conduct basic research in the natural sciences.

35. To provide retraining opportunities for individuals whose job skills have become out of date.

36. To contribute, through research, to the general advancement of knowledge.

37. To assist students in deciding upon a vocational career.

38. To provide skilled manpower for local-area business, industry, and government.

39. To facilitate involvement of students in neighborhood and community-service activities.

40. To conduct advanced study in specialized problem areas, e.g., through research institues, centers, or graducate programs.

41. To provide educational experiences relevant to the evolving interests of women in America.

42. To provide critical evaluation of prevailing practices and values in American society.

43. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities.

44. To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted.

45. To serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective.

46. To work with governmental agencies in designing new social and environmental programs.

47. To offer developmental or remedial programs in basic skills (reading, writing, mathematics).

48. To help students learn how to bring about change in American society.

49. To focus resources of the institution on the solution of major social and environmental problems.

50. To be responsive to regional and national priorities when considering new educational programs for the institution.

51. To provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians.

52. To be engaged, as an institution, in working for basic changes in American society.

53. To ensure that students are not prevented from hearing speakers presenting controversial points of view.

54. To create a system of campus governance that is genuinely responsive to the concerns of all people at the institution.

55. To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers.

56. To ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc).

57. To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance.

58. To maintain a climate in which communication throughout the organizational structure is open and candid.

59. To place no restrictions on off-campus political activities by faculty or students.

60. To decentralize decision making on the campus to the greatest extent possible.

61. To maintain a campus climate in which differences of opinion can be aired openly and amicably.

62. To protect the right of faculty members to present unpopular or controversial ideas in the classroom.

63. To assure individuals the opportunity to participate or be represented in making any decisions that affect them.

64. To maintain a climate of mutual trust and respect amont students, faculty, and administrators.

65. To create a campus climate in which students spend much of their free time in intellectural and cultural activities.

66. To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life.

67. To encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.

68. To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interest.

69. To experiment with different methods of evaluating and grading student performance.

70. To maintain or work to achieve a large degre of institutional autonomy or independence in relation to governmental or other educational agencies.

71. To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years.

72. To sponsor each year a rich program of cultural events-lectures, concerts, art exhibits and the like.

73. To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs.

74. To award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work.

75. To create an instituion known widely as an intellectually exciting and stimulating place.

76. To create procedures by which curricular or instructional innovations may be readily initiated.

77. To award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on-or off-campus, necessary).

78. To apply cost criteria in deciding among alternative academic non-academic programs.

79. To maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges).

80. To regularly provide evidence that the institution is actually achieving its stated goals.

81. To carry on a broad and vigorous program of extracurricular activities and events for students.

82. To be concerned about the efficiency with which college operations are conducted.

83. To be organized for continuous short-medium, and long-range planning for total institution.

84. To include local citizens in planning college programs that will affect the local community.

85. To excel in intercollegiate athletic competition.

86. To be accountable to funding sources for the effectiveness of college programs.

87. To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life.

88. To systematically interpret the nature, purpose, and work of the institution to citizens off the campus.

89. To achieve consensus among people on the campus about the goals of the institution.

90. To have a total ongoing evaluation process of faculty.

91. To have student evaluation as an important part of a faculty member's teaching evaluation.

92. To have college and cluster effectivness as an important part of a faculty member's total evaluation.

93. To insure that outstanding teaching and other contributions to the college are recognized and rewarded through the merit system.

94. To insure that all faculty members receive a step salary increment each year.

95. To promote and maintain "good faith" between the faculty and administration.

96. To have a strong, internal faculty organization.

97. To affiliate with a strong external faculty organization.

98. To maintain and/or strengthen Learning Cluster identity: through group goals, activities, program or course development, and social interaction.

99. To have students feel like and actually be an integral part of the Learning Clusters.

100. To establish a system of defining faculty load other than by credit and/or contact hour.

101. To have a meaningful formal procedure for faculty to evaluate administrators.

102. To insure that faculty professional and/or academic achievements are recognized and rewarded through the merit system.

103. To strengthen the role of disciplines in coordinating teaching and faculty responsibilities.

104. To award grades which accurately reflect student achievement.

105. To use grades as a means of helping students develop a positive self-image.

APPENDIX B

IGI GOAL STATEMENTS GROUPED ACCORDING TO GOAL AREA

Academic Development

1. to help students acquire depth of knowledge in at least one academic discipline...

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...

6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...

9. to hold students throughout the institution to high standards of intellectual performance...

Intellectual Orientation

2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...

5. to increase the desire and ability of students to undertake self-directed learning...

7. to develop students' ability to synthesize knowledge from a variety of sources...

10. to instill in students a life-long commitment to learning...

Individual Personal Development

3. to help students identify their own personal goals and develop means of achieving them...

8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...

11. to help students achieve deeper levels of self-understanding...

13. to help students be open, honest, and trusting in their relationships with others...

Humanism/Altruism

14. to encourage students to become conscious of the important moral issues of our time...

17. to help students understand and respect people from diverse backgrounds and cultures...

20. to encourage students to become committed to working for world peace...

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

Cultural/Aesthetic Awareness

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...

18. to require students to complete some course work in the humanities or arts...

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...

24. to acquaint students with forms of artistic or literary expression in non-Western countries...

Traditional Religiousness

16. to educate students in a particular religious heritage...

19. to help students become aware of the potentialities of a full-time religious vocation...

22. to develop students' ability to understand and defend a theological position...

25. to help students develop a dedication to serving God in everyday life...

Vocational Preparation

26. to provide opportunites for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...

30. to develop educational programs geared to new and emerging career fields...

36. to provide retraining opportunities for individuals whose job skills have become out of date...

38. to assist students in deciding upon a vocational career...

Advanced Training

27. to develop what would generally be regarded as a strong and comprehensive graduate school...

31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...

32. to offer graduate programs in such "newer" professions as engineering, education and social work...

41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

Research

28. to perform contract research for government, business, or industry...

34. to conduct basic research in the natural sciences...

35. to conduct basic research in the social sciences...

37. to contribute, through research, to the general advancement of knowledge...

Meeting Local Needs

29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...

33. to serve as a cultural center in the community served by the campus...

39. to provide trained manpower for local-area business, industry, and government...

40. to facilitate involvement of students in neighborhood and community-service activities...

Public Service

44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communties...

47. to work with governmental agencies in designing new social and environmental programs...

50. to focus resources of the institution on the solution of major social and environmental problems...

51. to be responsive to regional and national priorities when considering new educational programs for the institution...

Social Egalitarianism

42. to provide educational experiences relevant to the evolving interests of women in America...

45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...

48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...

52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

Social Criticism/Activism

43. to provide critical evaluations of prevailing practices and values in American society...

46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective.

49. to help students learn how to bring about change in American society...

53. to be engaged, as an institution, in working for basic changes in American society...

Freedom

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...

60. to place no restrictions on off-campus political activities by faculty or students...

63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...

Democratic Governance

55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...

58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...

61. to decentralize decision making on the campus to the greatest extent possible...

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them....

Community

56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...

59. to maintain a climate in which communication throughout the organizational structure is open and candid...

62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...

65. to maintain a climate of mutual trust and respect among students, faculty, and administrators..,

Intellectual/Aesthetic Environment

66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...

73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...

76. to create an institution known widely as an intellectually exciting and stimulating place...

Innovation

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...

70. to experiment with different methods of evaluating and grading student performance...

74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...

77. to create procedures by which curricular or instructional innovations may be readily initiated...

Off-Campus Learning

68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs in VISTA, etc...

72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...

75. to award the cahelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...

78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on-or off-campus, necessary)...

Accountability/Efficiency

79. to apply cost criteria in deciding among alternative academic and non-academic programs...

81. to regularyly provide evidence that the institution is actually achieving its stated goals...

83. to be concerned about the efficiency with which college operations are conducted...

87. to be accountable to funding sources for the effectiveness of college programs...

APPENDIX C

INSTITUTIONAL GOALS INVENTORY SUMMARY

Academic Development- This goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

Intellectual Orientation- This goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem-solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

Individual Personal Development- This goal area means identification by students of personal goals and the development of means for achieving them, and enhancement of sense of self-worth and self-confidence.

Humanism/Altruism- This goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

Cultural/Aesthetic Awareness- This goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western are, and encouragement of active student participation in artistic activities.

Vocational Preparation- This goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

Meeting Local Needs- This goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

Public Service- This goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

Social Egalitarianism- This goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

Social Criticism/Activism- This goal area means providing cirticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Freedom- This goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

Democratic Governance- This goal area means decentralized, decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

Community- This goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

Intellectual/Aesthetic Environment- This goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

Innovation- This goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

Off-Campus Learning- This goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

Accountability/Efficiency- This goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

ENDNOTES

1. For a brief, up-to-date definition and discussion of PPBS see Aaron Wildavsky, The Politics of the Budgetary Process, 2nd edition, (Boston: Little, Brown and Co., 1974), pp. 181-208. For the Management by Objectives see, for example, John B. Mines, The Management Process (New York: Macmillon Co., 1973), pp. 130-135.

2. See Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities (Berkeley: Educational Testing Service, March, 1973), pp. iii-iv.

3. Under Illinois law the college must have an open admissions policy.

4. There is no failing grade for a course. Students who do not complete a course satisfactorily receive either an X, which allows them to complete the course the next semester, or an R, which means they must repeat the entire course. Both the X and the R are dropped from the students' permanent records and no record of their having enrolled in the courses are sent to other schools. Hence the only penalties the students incur are those of time and tuition money wasted.

5. Oakton Community College Catalog 1974-75, Morton Grove, Illinois, p.9.

6. There is no guarantee that respondents viewed a score of 4 on the ETS schedule as exactly comparable to a score of 4 on the separate answer sheet provided for this third type of response. However, respondents also had to switch their frame of reference this third time, going the realm of philosophy and values to that of assessing the "real world" of their institution.

7. One administrator turned in his questionnaire too late to be included in the ETS-scored segment of the study. Several new faculty and a few old ones chose not to complete this section of the study. A number of new faculty also did not complete the "is a goal" section of the ETS questionnaire, indicating that as new faculty they did not have sufficient knowledge of what current goals were or how nearly they were being met.

8. A goal area mean is simply the mean score of the four means of the individual questions in that goal area.

9. Goals for California, p. 27.

10. See Appendix B for the exact wording of questions grouped into goal areas. The general description for each goal area is drawn from Peterson's Goals for California.

11. Note again, however, that there may not be exact comparability between goal setting and achievement scores.

12. Standard deviations, a more common measure of dispersement, were rejected here because a small number of people with extreme views would provide large standard deviations. While this might measure intensity of differences, for this study it was felt that numbers of faculty disagreeing was a more crucial measure.

13. They were: Academic Development, Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, Vocational Preparation, Public Service, Social Criticism/ Activism, Democratic Governance, Community, and Intellectual/Aesthetic Environment.

14. They were: Humanism/Altruism, Cultural/Aesthetic Awareness, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/ Activism, and Democratic Governance.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 2 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES